

# 3E & ESII GRANTS – STRATEGIC PARTNERSHIPS



**BATESVILLE**

COMMUNITY SCHOOL CORPORATION



INDIANA  
DEPARTMENT of  
EDUCATION

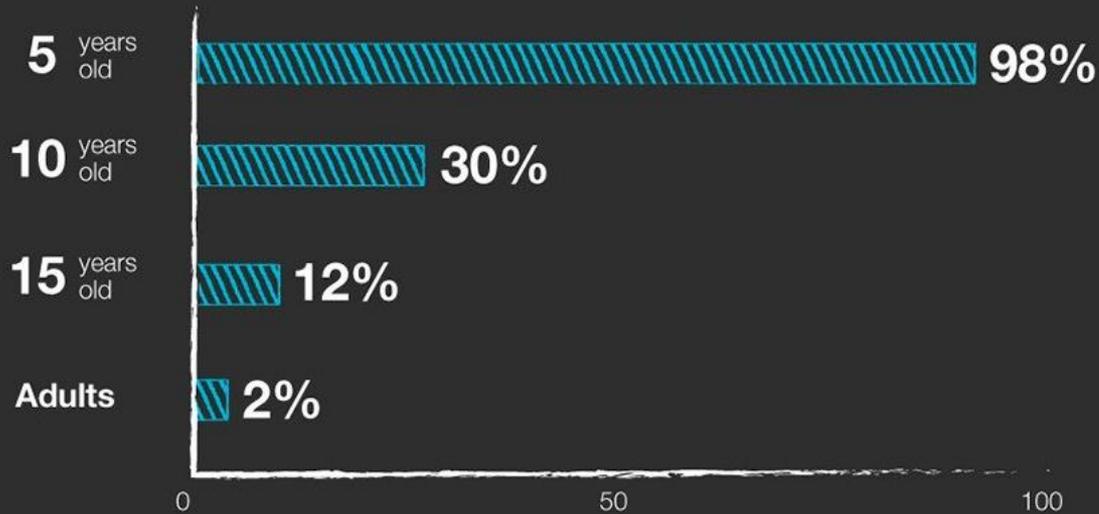
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# Skill Development Series Vision

**CREATING DESIRABLE APPLICANTS  
THROUGH OUR HIGH SCHOOL  
EXPERIENCES, PROCESSES, AND  
OPPORTUNITIES.**

# Critical and Creative Thinking Processes

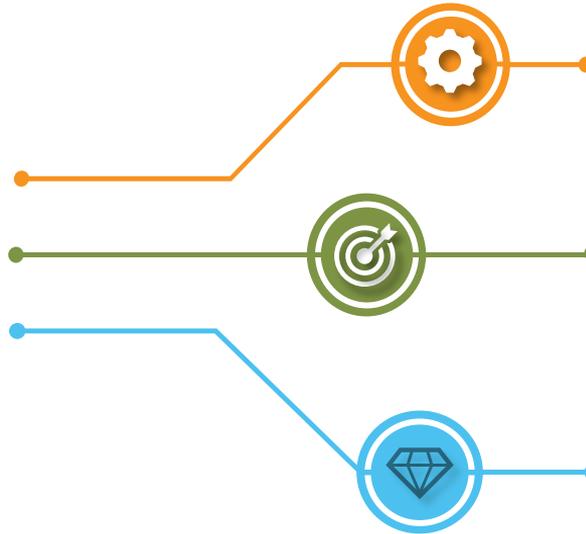
## NASA Creativity Test Pass Rates



## Creative Thinking Process

1. Preparation
  - a. Define
  - b. Focus
2. Incubation
  - a. Process Information
  - b. Relaxation State
3. Illumination
  - a. Becomes Clear
4. Verification
  - a. Test

# STRUCTURE



FRESHMAN  
ONBOARDING

SENIORS  
RISE PROGRAM

SOPHOMORES/JUNIORS  
SKILLSLINE/INDIGO

# Skill Development Series Objective

We will answer with confidence the first question asked in EVERY interview:

**Can you tell us about yourself including your strengths and weaknesses?**

# Please Tell Me A Little About Yourself...

**SRT Phase 1:  
Tuesday's  
9:35-10:20**

September 14

September 21

September 28

October 5

October 19

October 26



## Top 5 Skills

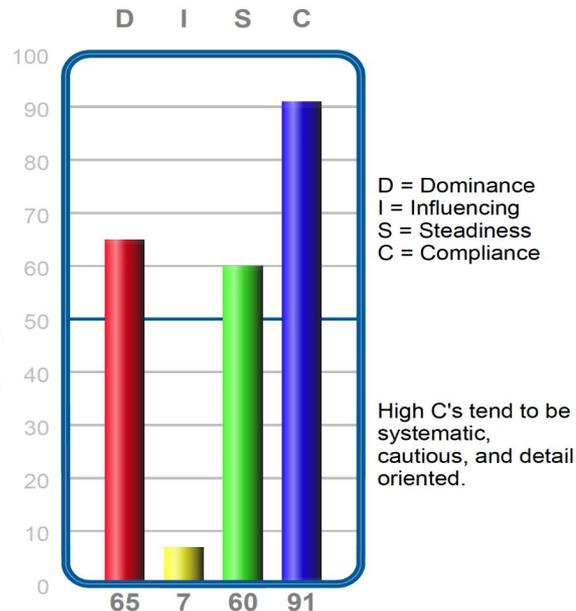
	Personal Skills Ranking
1	Planning/Organizing
2	Presenting
3	Personal Responsibility
4	Conflict Management
5	Management

## Strengths

- Will do things the same way time and time again, while maintaining high standards.
- Asks detailed questions that protect the tradition of the organization.
- Asks many questions to find the correct answers.
- Wants to know everything about the process, which leads to high standards and results.
- Lives by a specific system and will do anything to protect it.

## Motivators

## Behaviors



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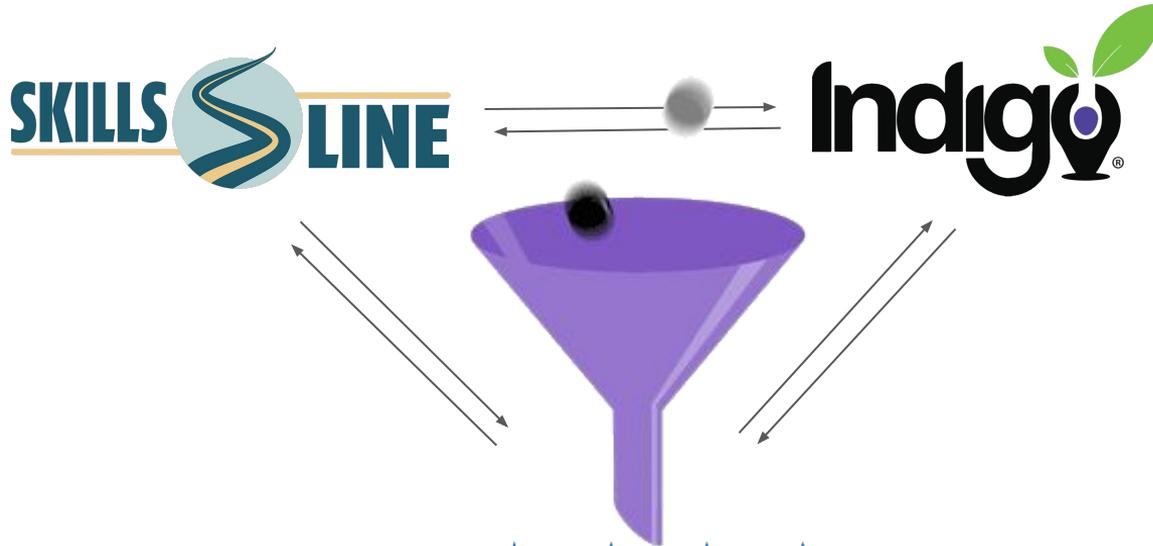
## DO'S: HOW OTHER PEOPLE SHOULD COMMUNICATE WITH YOU...

*This page provides other people a list of things to DO when communicating with you. This is how you like to be communicated with. Everyone has different communication styles. Knowing your style and acknowledging other's styles is critical to success in any job or relationship.*

- Respect his quiet demeanor.
- Have the facts in logical order.
- Give him time to be thorough when appropriate.
- Listen to him.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure him that there won't be surprises.
- Be prepared with the facts and figures.
- Provide solid, tangible, practical evidence.
- Use expert testimonials.
- Provide details in writing.
- Make an organized presentation of your position, if you disagree.
- Keep at least three feet away from him.
- Use the proper buzz words that are appropriate to his expertise.
- Follow through, if you agree.

Rank	Don'ts: And How Others Should Not Communicate with Me...
8	Be redundant
7	Be superficial
<b>1</b>	<b>Leave things open to interpretation</b>
10	Touch his body when talking to him
<b>2</b>	<b>Use inappropriate buzz words</b>
6	Dillydally, or waste time
5	Push too hard, or be unrealistic with deadlines
11	Use high speed, intense inputs
4	Make statements you cannot prove
12	Make conflicting statements
13	Leave things to chance or luck
9	Threaten, cajole, wheedle, coax, or whimper
<b>3</b>	<b>Make statements about the quality of this work unless you can prove it</b>

# LESSON PLANS



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